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ABSTRACT

To better understand the perceptions of employers of Boise State University, Idaho, graduates, a survey was conducted of local employers who were mentioned at least twice in graduate survey data. Of the 102 employers sent surveys, 74 replied. Local employers were generally pleased with Boise State graduates' preparation for the workforce, according to a recent survey. More than 90% were satisfied with each of the 19 skill areas included in the survey. Employers were most satisfied with graduates' levels of preparation in reading, interacting easily with others, and working effectively with team members. Employers also rated how important each skill was in their business environments. Top rated skills included possessing a good work ethic, listening intelligently, thinking through problems, and working effectively with team members. In addition to the university-wide results, the report includes data tables for education, business, human services, health, and engineering. (Contains 1 figure and 15 tables.) (SLD)

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What Skills Do Employers Think Are Most Important? How Satisfied are They with Boise State Graduates' Level of Preparation?

Research Report 2002-08
Marcia J. Belcheir, Ph.D. Coordinator,
Office of Institutional Assessment

Boise State University
November, 2002

Abstract

Local employers of recent Boise State graduates were generally pleased with graduates' preparation for the workforce, according to a recent survey. Over 90% were satisfied with each of the 19 skill areas included in the survey. Employers were most satisfied with graduates' level of preparation in reading, interacting easily with others, and working effectively with team members.

Employers also provided ratings on how important each skill was in their business environment. Top skills in importance included possessing a good work ethic, listening intelligently, thinking through problems, and working effectively with team members.

Skills that were both more important than average and more satisfactory than average included reading skills, interacting easily with others, working effectively with team members, possessing a good work ethic, listening intelligently, speaking effectively, and processing new information. Critical thinking, as defined by "thinking through problems" and "recognizing and defining problems" was the one area that was above average in importance but below average in satisfaction.

Besides university-wide results, data tables are included for education, business, human services, health, and engineering. The survey was completed by 74 of the 102 employers surveyed, for a response rate of 73%.

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What Skills Do Employers Think Are Most Important? How Satisfied are They with Boise State Graduates' Level of Preparation?

Students arrive at Boise State with a myriad of goals and aspirations. Foremost for most students, however, is the goal to either find gainful employment upon completion of their degree(s) or to improve their current employment situation.

Legislators and other policy makers are also interested in job skills of graduates. Information on the percentage of graduates who are employed and employer satisfaction with our graduates are requested annually by the state. Traditionally, Boise State has obtained much of the job preparation and employer satisfaction information through advisory boards, round table discussions with corporate leaders, and individual visits by the president with major employers of our graduates. While much useful information is obtained in this fashion, the lack of quantifiable information leaves some policy makers dissatisfied.

To gain a better "quantitative handle" on the perceptions of employers of our graduates, a process to identify and survey area employers of our graduates was undertaken during the 2001-2002 academic year. First, the alumni survey files for the past two years were searched for employers. Any employer that was mentioned at least twice was included in the survey list. Names--typically those of the Human Resources Manager or the CEO--and addresses were then added to the file and employers were notified of our desire to survey them. Those contacted also were asked to indicate anyone else in their organization who should be included in the survey and those names were added to the list.

Survey items were developed based on the work of Carnevale and others[1] who identified essential skills that employers want. A total of 102 surveys were distributed and 74 were returned for a 73% response rate. A copy of the survey can be found in Appendix A.

Findings

Most employers (70%) indicated that they had hired between one and ten graduates in the past two years. Despite precautions in developing the survey list, 4% still said that they hadn't hired any graduates. Six employers who responded indicated they had hired more than 30 graduates in the past two years. See Table 1 for further details.

When asked what types of positions Boise State graduates have held in their organization, over half of the respondents (58%) indicated that at least some of their positions were in the area of education and/or training. About 20% had hired graduates to fill Accounting, Finance, or Auditing positions. Approximately 10% each had hired in the fields of Marketing/Sales, Management, Human Services, and Computer Systems/Information Technology. Only five respondents (7%) indicated that they had hired Engineering/Construction Management graduates and only four had hired health care workers. However, two of the four employers of health care workers had hired over 30 graduates in the past two years, making them major employers in the Boise area. Table 2 contains more details. A total of 14 respondents (almost 20%) selected multiple hiring areas.

[1] Carnevale, A.P., Gainer, L.J., & Meltzer, A.S. (1990). *Workplace basics: The essential skills employers want.* San Francisco: Jossey-Bass Publishers.

General College Results

Employers were asked to rate 19 skills on a 1-3 scale where "1" was "not important," "2" was "of moderate importance" and "3" was "of major importance." According to respondents, the most important work skills overall were:

- possessing a good work ethic (mean=2.99)
- listening intelligently (mean=2.97)
- thinking through problems (mean=2.94)
- working effectively with team members (mean=2.90)
- reading skills (mean=2.88)

These were the top skills whether a general average was obtained (Table 3) or a weighted average[2] was used based on number of Boise State graduates hired. Note that while a good work ethic, listening, and reading are important components of students' classroom success, these skills typically are not directly taught in Boise State classrooms. Thinking through problems and working effectively in teams are probably addressed more directly and thoroughly, though not consistently across classes and majors.

"Understanding how an organization works" rated at the bottom in relative importance, though with a mean of 2.47 individual employers still thought it was important in its own right. Respondents also thought that "inventing creative solutions" was of lesser importance. Again, the five skills rated at the bottom in importance were the same whether the ratings were unweighted or weighted by the number of employees hired from Boise State.

Fortunately, a number of the most important skills also were the ones where employers had the highest levels of satisfaction. Employers were most satisfied with Boise State graduates' level of reading skills (mean=2.64 on a three point scale). "Working effectively with team members" and "possessing a good work ethic" also were found in the top five of both the importance and satisfaction lists. Also appearing in the top five of satisfaction were "interacting easily with others" and "computation skills." With a mean of 2.17, "understanding how the organization works" was again at the bottom. In any event, less than 8% of the respondents were dissatisfied with any skill area. See Tables 4 and 5 for details.

Figure 1 provides a way to combine the ratings on importance and satisfaction. The ratings were standardized so that the mean rating for both importance and satisfaction was "0." Skills with means above "0" were rated comparatively better than average while those below "0" were less important or less satisfactory than average. By combining the ratings of importance and satisfaction for each skill in a two-dimensional grid, we can see where Boise State is doing particularly well and where improvement could be considered.

The upper right quadrant of the figure contains those skills that were both more important than average and more satisfactory than average. These are the skills where Boise State is doing particularly well and include:

- reading skills
- interacting easily with others
- working effectively with team members
- possessing a good work ethic
- listening intelligently
- speaking effectively
- processing new information

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[2] The weighted average was obtained by multiplying the rating for each skill by the number of graduates hired then summing and taking the average. The weights were 1 (no employees), 2 (1-10 employees), 3 (11-20 employees), 4 (21-30 employees), and 5 (more than 30 employees).

Another quadrant of particular interest in the upper left quadrant. This quadrant contains the skills that employers believe are important but where the level of satisfaction with Boise State graduates' level of preparedness is below average compared to some other areas. Two skills definitely fall in this area: "thinking through problems" and "recognizing and defining problems"—both related to learning to think critically. A third area—writing skills—is also included because it is slightly below average in satisfaction.

Employers were also invited to indicate in what ways Boise State could better prepare students for employment in their organization, and 20 employers responded. All comments were from the field of education or business, except for one which related to the curriculum of the Electrical Engineering program. While most were specific to the area, one overall theme was that students needed more practical experiences. Communication and problem-solving skills were again emphasized. The verbatim text of the comments can be found in Appendix B.

Results by Area

While education and business had sizeable numbers of respondents, engineering, health care and human services had less than ten respondents each. Nonetheless, results are provided for each area with the caveat that caution should be used in interpreting results from small numbers.

Education results (N=40) were similar to those overall, except that "listening intelligently" was tops in importance, surpassing having a "good work ethic" and "reading skills". Areas of high importance and high satisfaction included:

- listening intelligently
- possessing a good work ethic
- reading skills
- writing skills
- working effectively with team members
- speaking effectively
- interacting easily with others

Areas where improvement efforts might focus due to lower satisfaction with highly important skills included:

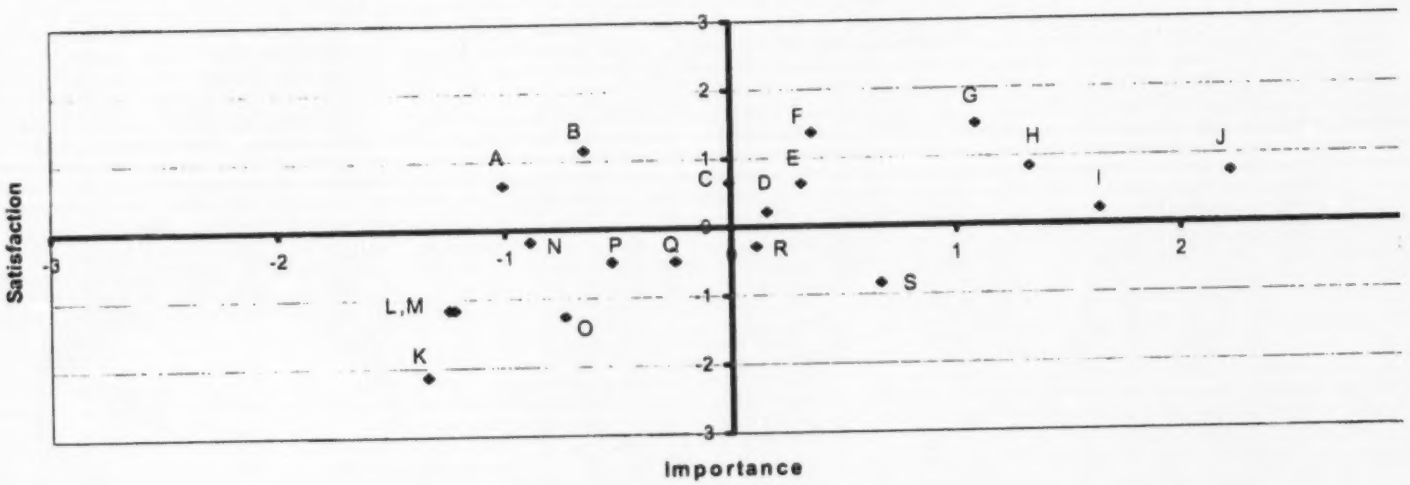
- thinking through problems
- recognizing and defining problems
- setting and achieving work goals
- tracking and evaluating results

Details on responses from employers in the field of education/training can be found in Tables 6 and 7.

Business results (N=21) also had a similar top five in importance and satisfaction compared to overall results. When comparing the relative importance and satisfaction ratings assigned by employers who hired in the business areas, the following were considered to be areas of excellence (i.e., both importance and satisfaction ratings were higher then average):

- thinking through problems
- working effectively with team members
- processing new information
- interacting easily with others
- reading skills

Figure 1. Comparison of Importance and Satisfaction Ratings



A: Recognizing and defining problems (Q10)
B: Thinking through problems (Q4)
C: Writing skills (Q6)

D: Processing new information quickly and effectively (Q3)
E: Speaking effectively (Q8)
F: Listening intelligently (Q9)
G: Possessing a good work ethic (Q17)
H: Working effectively with team members (Q19)
I: Interacting easily with others (Q18)
J: Reading skills (Q5)

K: Understanding how the organization works (Q20)
L: Tracking and evaluating results (Q13)
M: Possessing leadership qualities (Q16)
N: Implementing solutions (Q12)
O: Inventing creative solutions (Q11)
P: Adapting to the organization's environment (Q21)
Q: Setting and achieving work goals (Q15)
R: Possessing a high level of confidence (in ability to do job) (Q14)
S: Computation skills

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Employers were also invited to indicate in what ways Boise State could better prepare students for employment in their organization, and 20 employers responded. All comments were from the field of education or business, except for one which related to the curriculum of the Electrical Engineering program. While most were specific to the area, one overall theme was that students needed more practical experiences. Communication and problem-solving skills were again emphasized. The verbatim text of the comments can be found in Appendix B.

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- writing skills
- working effectively with team members
- speaking effectively
- interacting easily with others

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- tracking and evaluating results

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- thinking through problems
- working effectively with team members
- processing new information
- interacting easily with others
- reading skills

Areas where importance was high but satisfaction was lower than average included:

- possessing a good work ethic
- listening intelligently
- recognizing and defining problems
- speaking effectively
- writing skills

Details on the responses from employers hiring in business areas are contained in Table 8 and 9.

Employers in the area of Human Services (N=9) thought the following skills were most important and most satisfactory from the Boise State graduates they had hired:

- interacting easily with others
- working effectively with team members
- listening intelligently

The major place where improvements could be made was in thinking through problems. See Tables 10 and 11 for further information.

Though the number of employers responding was small (N=4), the number of graduates hired in the Health Care field causes us to still attend closely to their responses. This small group felt that the areas that were most important and where they were most satisfied were:

- implementing solutions
- processing new information
- thinking through problems
- recognizing and defining problems
- tracking and evaluating results
- possessing a good work ethic
- interacting easily with others
- working effectively with team members

Areas of importance where Health Care employers were less satisfied included computation skills, reading skills, and listening intelligently. Tables 12 and 13 provide additional information.

The number of respondents who hired Engineering and Construction Management graduates was also small (N=5). Still, the strongest areas rated were:

- possessing a good work ethic
- working effectively with team members
- processing new information
- thinking through problems
- recognizing and defining problems
- inventing creative solutions

Only two skill areas had high importance ratings and lower than average satisfaction ratings: listening intelligently and setting and achieving work goals. See Tables 14 and 15 for details.

Conclusions

Generally, employers seemed satisfied with the preparation of Boise State graduates. Interestingly, the skill that they rated most important was a good work ethic (mean of 2.99 out of a possible 3.00). Other important skills included the interpersonal skills of listening and working with team members. "Thinking through problems" and "reading skills" rounded out the top five in importance.

Employers also were quite satisfied with Boise State graduates' preparation in four of the five most important skill areas. The exception was "thinking through problems" where employers expressed a level of satisfaction that was lower by comparison to some other skills areas. Still, the mean for this item was 2.27 on a three-point scale.

Results for areas such as business and education generally followed the overall results. Because of the small number of respondents by area, however, caution should be used in interpreting findings.

While the response rate to this survey was an impressive 73%, indicating a great willingness to provide feedback to the university in this critical area, a number of respondents expressed frustration in trying to respond in this format. In particular, a common complaint was that they were unable to tell which of their employees were Boise State graduates. Some also disliked the method of providing an "average" based on all the graduates they had hired in the past two years. Future efforts will focus on developing employer surveys that more specifically address the skills considered important by departments (e.g., elementary education, management, mechanical engineering) and surveying immediate supervisors of those departments' graduates.

Table 1. Number of Graduates Hired in Past Two Years

	Count	Percent
none	3	4.3%
1-10	49	70.0%
11-20	7	10.0%
21-30	5	7.1%
31+	6	8.6%

Table 2. Number of Employers Hiring By Area

	Count	Percent
Accounting/Finance/Auditing	15	20.3%
Marketing/Sales	7	9.5%
Management	7	9.5%
Education/Training	43	58.1%
Human Services	9	12.2%
Health Care	4	5.4%
Computer Systems/Information Technology	7	9.5%
Engineering/Construction Management	5	6.8%
Other position	11	14.9%

Table 3. Mean Importance of Skills to Employers

	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.80	.40	2	3	66
Thinking through problems	2.94	.24	2	3	67
Reading skills	2.88	.33	2	3	67
Writing skills	2.87	.34	2	3	67
Computation skills	2.65	.48	2	3	66
Speaking effectively	2.86	.35	2	3	66
Listening intelligently	2.97	.17	2	3	68
Recognizing and defining problems	2.87	.34	2	3	68
Inventing creative solutions	2.58	.50	2	3	67
Implementing solutions	2.75	.47	1	3	67
Tracking and evaluating results	2.60	.55	1	3	68
Possessing a high level of confidence	2.74	.44	2	3	69
Setting & achieving work goals	2.70	.52	1	3	67
Possessing leadership qualities	2.61	.49	2	3	66
Possessing a good work ethic	2.99	.12	2	3	68
Interacting easily with others	2.81	.40	2	3	67
Working effectively with team members	2.90	.31	2	3	67
Understanding how the organization works	2.47	.59	1	3	68
Adapting to the organization's environment	2.70	.46	2	3	67

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Table 4. Mean Satisfaction with Level of Preparation

Skill:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.37	.55	1	3	62
Thinking through problems	2.27	.60	1	3	64
Reading skills	2.64	.57	1	3	64
Writing skills	2.35	.57	1	3	63
Computation skills	2.44	.56	1	3	64
Speaking effectively	2.39	.61	1	3	64
Listening intelligently	2.40	.61	1	3	63
Recognizing and defining problems	2.22	.52	1	3	64
Inventing creative solutions	2.25	.54	1	3	63
Implementing solutions	2.23	.50	1	3	64
Tracking and evaluating results	2.19	.56	1	3	64
Possessing a high level of confidence	2.37	.55	1	3	63
Setting & achieving work goals	2.32	.53	1	3	63
Possessing leadership qualities	2.19	.47	1	3	63
Possessing a good work ethic	2.49	.59	1	3	63
Interacting easily with others	2.56	.53	1	3	62
Working effectively with team members	2.52	.50	2	3	64
Understanding how the organization works	2.17	.52	1	3	64
Adapting to the organization's environment	2.28	.58	1	3	64

Table 5. Percent Selecting Each Satisfaction Level

Skill:	1 Not satisfied		2 somewhat satisfied		3 very satisfied	
	Count	%	Count	%	Count	%
Processing new information quickly and effectively	2	3.2%	35	56.5%	25	40.3%
Thinking through problems	5	7.8%	37	57.8%	22	34.4%
Reading skills	3	4.7%	17	26.6%	44	68.8%
Writing skills	3	4.8%	35	55.6%	25	39.7%
Computation skills	2	3.1%	32	50.0%	30	46.9%
Speaking effectively	4	6.3%	31	48.4%	29	45.3%
Listening intelligently	4	6.3%	30	47.6%	29	46.0%
Recognizing and defining problems	3	4.7%	44	68.8%	17	26.6%
Inventing creative solutions	3	4.8%	41	65.1%	19	30.2%
Implementing solutions	2	3.1%	45	70.3%	17	26.6%
Tracking and evaluating results	5	7.8%	42	65.6%	17	26.6%
Possessing a high level of confidence	2	3.2%	36	57.1%	25	39.7%
Setting & achieving work goals	2	3.2%	39	61.9%	22	34.9%
Possessing leadership qualities	2	3.2%	47	74.6%	14	22.2%
Possessing a good work ethic	3	4.8%	26	41.3%	34	54.0%
Interacting easily with others	1	1.6%	25	40.3%	36	58.1%
Working effectively with team members			31	48.4%	33	51.6%
Understanding how the organization works	4	6.3%	45	70.3%	15	23.4%
Adapting to the organization's environment	4	6.3%	38	59.4%	22	34.4%

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Table 6. Mean Importance of Skills to Employers in Education

Skill:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.74	.45	2	3	38
Thinking through problems	2.92	.27	2	3	39
Reading skills	2.97	.16	2	3	39
Writing skills	2.92	.27	2	3	39
Computation skills	2.64	.49	2	3	39
Speaking effectively	2.90	.31	2	3	39
Listening intelligently	3.00	.00	3	3	40
Recognizing and defining problems	2.85	.37	2	3	39
Inventing creative solutions	2.54	.51	2	3	39
Implementing solutions	2.79	.41	2	3	39
Tracking and evaluating results	2.80	.41	2	3	40
Possessing a high level of confidence	2.78	.42	2	3	40
Setting & achieving work goals	2.82	.39	2	3	39
Possessing leadership qualities	2.55	.50	2	3	38
Possessing a good work ethic	2.97	.16	2	3	39
Interacting easily with others	2.82	.39	2	3	39
Working effectively with team members	2.92	.27	2	3	39
Understanding how the organization works	2.51	.51	2	3	39
Adapting to the organization's environment	2.72	.46	2	3	39

Table 7. Mean Satisfaction with Level of Preparation in Education

Skill:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.36	.54	1	3	36
Thinking through problems	2.32	.58	1	3	37
Reading skills	2.73	.45	2	3	37
Writing skills	2.49	.51	2	3	37
Computation skills	2.62	.49	2	3	37
Speaking effectively	2.57	.50	2	3	37
Listening intelligently	2.56	.50	2	3	36
Recognizing and defining problems	2.22	.53	1	3	37
Inventing creative solutions	2.32	.47	2	3	37
Implementing solutions	2.22	.53	1	3	37
Tracking and evaluating results	2.19	.57	1	3	37
Possessing a high level of confidence	2.46	.56	1	3	37
Setting & achieving work goals	2.38	.55	1	3	37
Possessing leadership qualities	2.27	.51	1	3	37
Possessing a good work ethic	2.64	.49	2	3	36
Interacting easily with others	2.61	.49	2	3	36
Working effectively with team members	2.57	.50	2	3	37
Understanding how the organization works	2.14	.59	1	3	37
Adapting to the organization's environment	2.32	.63	1	3	37

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Table 8. Mean Importance of Skills to Employers in Business

Skill:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.80	.41	2	3	20
Thinking through problems	3.00	.00	3	3	20
Reading skills	2.75	.44	2	3	20
Writing skills	2.85	.37	2	3	20
Computation skills	2.68	.48	2	3	19
Speaking effectively	2.85	.37	2	3	20
Listening intelligently	3.00	.00	3	3	20
Recognizing and defining problems	2.86	.36	2	3	21
Inventing creative solutions	2.67	.48	2	3	21
Implementing solutions	2.70	.57	1	3	20
Tracking and evaluating results	2.19	.60	1	3	21
Possessing a high level of confidence	2.62	.50	2	3	21
Setting & achieving work goals	2.55	.69	1	3	20
Possessing leadership qualities	2.70	.47	2	3	20
Possessing a good work ethic	3.00	.00	3	3	21
Interacting easily with others	2.80	.41	2	3	20
Working effectively with team members	2.90	.31	2	3	20
Understanding how the organization works	2.43	.68	1	3	21
Adapting to the organization's environment	2.65	.49	2	3	20

Table 9. Mean Satisfaction with Level of Preparation in Business

Skill:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.44	.51	2	3	18
Thinking through problems	2.37	.60	1	3	19
Reading skills	2.63	.60	1	3	19
Writing skills	2.26	.56	1	3	19
Computation skills	2.37	.50	2	3	19
Speaking effectively	2.26	.56	1	3	19
Listening intelligently	2.32	.58	1	3	19
Recognizing and defining problems	2.32	.58	1	3	19
Inventing creative solutions	2.11	.66	1	3	19
Implementing solutions	2.21	.42	2	3	19
Tracking and evaluating results	2.21	.54	1	3	19
Possessing a high level of confidence	2.37	.60	1	3	19
Setting & achieving work goals	2.47	.51	2	3	19
Possessing leadership qualities	2.21	.54	1	3	19
Possessing a good work ethic	2.32	.67	1	3	19
Interacting easily with others	2.63	.50	2	3	19
Working effectively with team members	2.55	.51	2	3	20
Understanding how the organization works	2.35	.49	2	3	20
Adapting to the organization's environment	2.26	.56	1	3	19

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Table 10. Mean Importance of Skills to Employers in Human Services

Skill:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.78	.44	2	3	9
Thinking through problems	2.89	.33	2	3	9
Reading skills	2.78	.44	2	3	9
Writing skills	2.78	.44	2	3	9
Computation skills	2.67	.50	2	3	9
Speaking effectively	2.89	.33	2	3	9
Listening intelligently	2.89	.33	2	3	9
Recognizing and defining problems	2.89	.33	2	3	9
Inventing creative solutions	2.67	.50	2	3	9
Implementing solutions	2.78	.44	2	3	9
Tracking and evaluating results	2.33	.50	2	3	9
Possessing a high level of confidence	2.78	.44	2	3	9
Setting & achieving work goals	2.78	.44	2	3	9
Possessing leadership qualities	2.78	.44	2	3	9
Possessing a good work ethic	3.00	.00	3	3	9
Interacting easily with others	2.89	.33	2	3	9
Working effectively with team members	2.89	.33	2	3	9
Understanding how the organization works	2.56	.53	2	3	9
Adapting to the organization's environment	2.78	.44	2	3	9

Table 11. Mean Satisfaction with Level of Preparation in Human Services

Skill:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.50	.53	2	3	8
Thinking through problems	2.13	.83	1	3	8
Reading skills	2.88	.35	2	3	8
Writing skills	2.25	.46	2	3	8
Computation skills	2.38	.52	2	3	8
Speaking effectively	2.38	.52	2	3	8
Listening intelligently	2.50	.53	2	3	8
Recognizing and defining problems	2.13	.35	2	3	8
Inventing creative solutions	2.38	.52	2	3	8
Implementing solutions	2.25	.46	2	3	8
Tracking and evaluating results	2.38	.52	2	3	8
Possessing a high level of confidence	2.25	.46	2	3	8
Setting & achieving work goals	2.50	.53	2	3	8
Possessing leadership qualities	2.25	.46	2	3	8
Possessing a good work ethic	2.38	.52	2	3	8
Interacting easily with others	2.75	.46	2	3	8
Working effectively with team members	2.50	.53	2	3	8
Understanding how the organization works	2.25	.46	2	3	8
Adapting to the organization's environment	2.13	.35	2	3	8

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Table 12. Mean Importance of Skills to Employers in Health

Skill:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	3.00	.00	3	3	4
Thinking through problems	3.00	.00	3	3	4
Reading skills	3.00	.00	3	3	4
Writing skills	2.75	.50	2	3	4
Computation skills	3.00	.00	3	3	4
Speaking effectively	2.75	.50	2	3	4
Listening intelligently	3.00	.00	3	3	4
Recognizing and defining problems	3.00	.00	3	3	4
Inventing creative solutions	2.50	.58	2	3	4
Implementing solutions	3.00	.00	3	3	4
Tracking and evaluating results	2.67	.58	2	3	3
Possessing a high level of confidence	2.75	.50	2	3	4
Setting & achieving work goals	2.50	.58	2	3	4
Possessing leadership qualities	2.75	.50	2	3	4
Possessing a good work ethic	3.00	.00	3	3	4
Interacting easily with others	3.00	.00	3	3	4
Working effectively with team members	3.00	.00	3	3	4
Understanding how the organization works	2.50	.58	2	3	4
Adapting to the organization's environment	2.75	.50	2	3	4

Table 13. Mean Satisfaction with Level of Preparation in Health

Skill:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.25	.96	1	3	4
Thinking through problems	2.25	.96	1	3	4
Reading skills	2.00	1.15	1	3	4
Writing skills	2.00	1.15	1	3	4
Computation skills	1.75	.96	1	3	4
Speaking effectively	2.00	1.15	1	3	4
Listening intelligently	2.00	1.15	1	3	4
Recognizing and defining problems	2.25	.50	2	3	4
Inventing creative solutions	2.25	.50	2	3	4
Implementing solutions	2.50	.58	2	3	4
Tracking and evaluating results	2.50	.58	2	3	4
Possessing a high level of confidence	2.25	.50	2	3	4
Setting & achieving work goals	2.50	.58	2	3	4
Possessing leadership qualities	2.25	.50	2	3	4
Possessing a good work ethic	2.25	.96	1	3	4
Interacting easily with others	2.25	.96	1	3	4
Working effectively with team members	2.25	.50	2	3	4
Understanding how the organization works	2.25	.50	2	3	4
Adapting to the organization's environment	2.25	.50	2	3	4

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Table 14. Mean Importance of Skills to Employers in Engineering

Skills:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.80	.45	2	3	5
Thinking through problems	3.00	.00	3	3	5
Reading skills	2.40	.55	2	3	5
Writing skills	2.40	.55	2	3	5
Computation skills	2.60	.55	2	3	5
Speaking effectively	2.60	.55	2	3	5
Listening intelligently	2.80	.45	2	3	5
Recognizing and defining problems	2.80	.45	2	3	5
Inventing creative solutions	2.80	.45	2	3	5
Implementing solutions	2.60	.55	2	3	5
Tracking and evaluating results	2.40	.55	2	3	5
Possessing a high level of confidence	2.60	.55	2	3	5
Setting & achieving work goals	2.80	.45	2	3	5
Possessing leadership qualities	2.60	.55	2	3	5
Possessing a good work ethic	3.00	.00	3	3	5
Interacting easily with others	2.40	.55	2	3	5
Working effectively with team members	2.80	.45	2	3	5
Understanding how the organization works	2.20	.84	1	3	5
Adapting to the organization's environment	2.40	.55	2	3	5

Table 15. Mean Satisfaction with Level of Preparation in Engineering

Skill:	Mean	Std Deviation	Minimum	Maximum	Valid N
Processing new information quickly and effectively	2.60	.55	2	3	5
Thinking through problems	2.40	.55	2	3	5
Reading skills	2.60	.55	2	3	5
Writing skills	2.40	.55	2	3	5
Computation skills	2.40	.55	2	3	5
Speaking effectively	1.80	.45	1	2	5
Listening intelligently	2.00	.71	1	3	5
Recognizing and defining problems	2.40	.55	2	3	5
Inventing creative solutions	2.40	.55	2	3	5
Implementing solutions	2.40	.55	2	3	5
Tracking and evaluating results	1.80	.45	1	2	5
Possessing a high level of confidence	2.40	.55	2	3	5
Setting & achieving work goals	1.80	.45	1	2	5
Possessing leadership qualities	2.20	.45	2	3	5
Possessing a good work ethic	2.60	.55	2	3	5
Interacting easily with others	2.40	.55	2	3	5
Working effectively with team members	2.60	.55	2	3	5
Understanding how the organization works	2.20	.45	2	3	5
Adapting to the organization's environment	2.40	.55	2	3	5

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